

Curriculum Mapping Policy & Procedures

Policy Name	Curriculum Mapping Policy & Procedures
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Leads	Ms. Ramona Mason Ms. Enjy Essameldin
Role	Head of Primary Head of Secondary
Approval	March 2026
Reviewed by	Mr. Benjamin Barry
Role	Principal
Review Date	May 2026

Mission Statement

Grammar school believes that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- Encouraging students to take ownership of their learning.
 - Developing teaching strategies that are innovative, engaging and fun.
 - Preparing our students for the challenges ahead and make them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

1. Introduction

This policy outlines how the school maintains consistent monitoring of teaching, learning, and student progress. It ensures that all processes are reviewed regularly to support improvement and maintain high standards in line with KHDA expectations.

2. Purpose

At Grammar School Dubai, curriculum mapping ensures a coherent, progressive and well-sequenced curriculum from FS2 to Year 13. It ensures continuity, consistency and high standards across all subjects.

The curriculum is designed to:

- Ensure progression across all year groups.
- Eliminate unnecessary repetition and curriculum gaps.
- Promote deep understanding through spiral learning.
- Align learning with Knowledge, Skills and Understanding (KSU).
- Meet National Curriculum, MOE and KHDA expectations.
- Prepare students academically, socially and emotionally for future learning and life.

3. Policy Statement

Grammar School Dubai believes that an effective curriculum is ambitious, broad and balanced, carefully sequenced, inclusive, knowledge-rich, skills-based, future-focused and continuously reviewed.

4. Curriculum Resources

- Core Subjects (English, Mathematics and Science): Collins Publications are the adopted curriculum resources.
- MOE Subjects (Arabic A, Arabic B, Islamic Studies, Social Studies and Moral Education): Ministry of Education approved textbooks and curriculum requirements are followed.
- Secondary: Pearson Edexcel specifications, schemes of work and approved resources are used to deliver the curriculum and prepare students for external qualifications.
- Departments may supplement these resources while maintaining curriculum fidelity and meeting students' learning needs.

5. Curriculum Design Principles

- Progression
- Coherence
- Breadth and Balance
- Inclusion
- Challenge
- Relevance
- Innovation
- Assessment-informed planning
- Cross-curricular connections
- Lifelong learning

6. Curriculum Mapping Components

- Curriculum Standards
- Learning Objectives
- Knowledge
- Skills
- Understanding
- Vocabulary
- Assessment opportunities

- Differentiation
- Cross-curricular links
- SMSC opportunities
- UAE National Agenda links
- Wider Curriculum opportunities
- Digital Learning opportunities

7. Vertical Alignment

Learning progresses systematically from one year group to the next through increasing complexity, building knowledge, revisiting skills, identifying prior learning and eliminating unnecessary repetition.

8. Horizontal Alignment

Teachers within the same year group ensure common objectives, shared outcomes, consistent pacing, agreed assessments, moderated standards, shared resources and equal entitlement for all learners.

9. Spiral Learning

Learning is introduced, revisited, extended, applied and mastered. Key concepts are revisited over time with increasing complexity.

10. Knowledge, Skills and Understanding (KSU) Alignment

- Knowledge: facts, concepts, vocabulary and procedures.
- Skills: analyse, investigate, communicate, solve problems, evaluate, create and collaborate.
- Understanding: explain why concepts matter, connect ideas and apply learning in real-life contexts.

11. Curriculum Planning - Planning takes place at five levels:

- Whole School Curriculum
- Subject Curriculum Maps
- Long-Term Plans
- Medium-Term Plans
- Weekly Planning

12. Wider Curriculum

Includes STEAM, reading, wellbeing, innovation, trips, clubs, sports, performing arts, leadership, competitions, enterprise and community engagement.

13. Cross-Curricular Planning

Departments collaborate to create meaningful links between subjects to strengthen knowledge transfer and authentic learning.

14. Assessment Alignment

Baseline, formative, summative, GL assessments, benchmarking, teacher assessment and self-assessment are used to inform curriculum review and future planning.

15. Inclusion

Curriculum planning provides adaptive teaching, challenge for all learners, support for Students of Determination, opportunities for More Able learners and personalised pathways where appropriate.

16. Curriculum Review

Curriculum maps are reviewed annually, updated termly and refined following assessment analysis, moderation and inspection feedback.

17. Roles and Responsibilities

Principal: approves curriculum.

SLT: monitors implementation.

HODs: lead curriculum mapping and alignment.

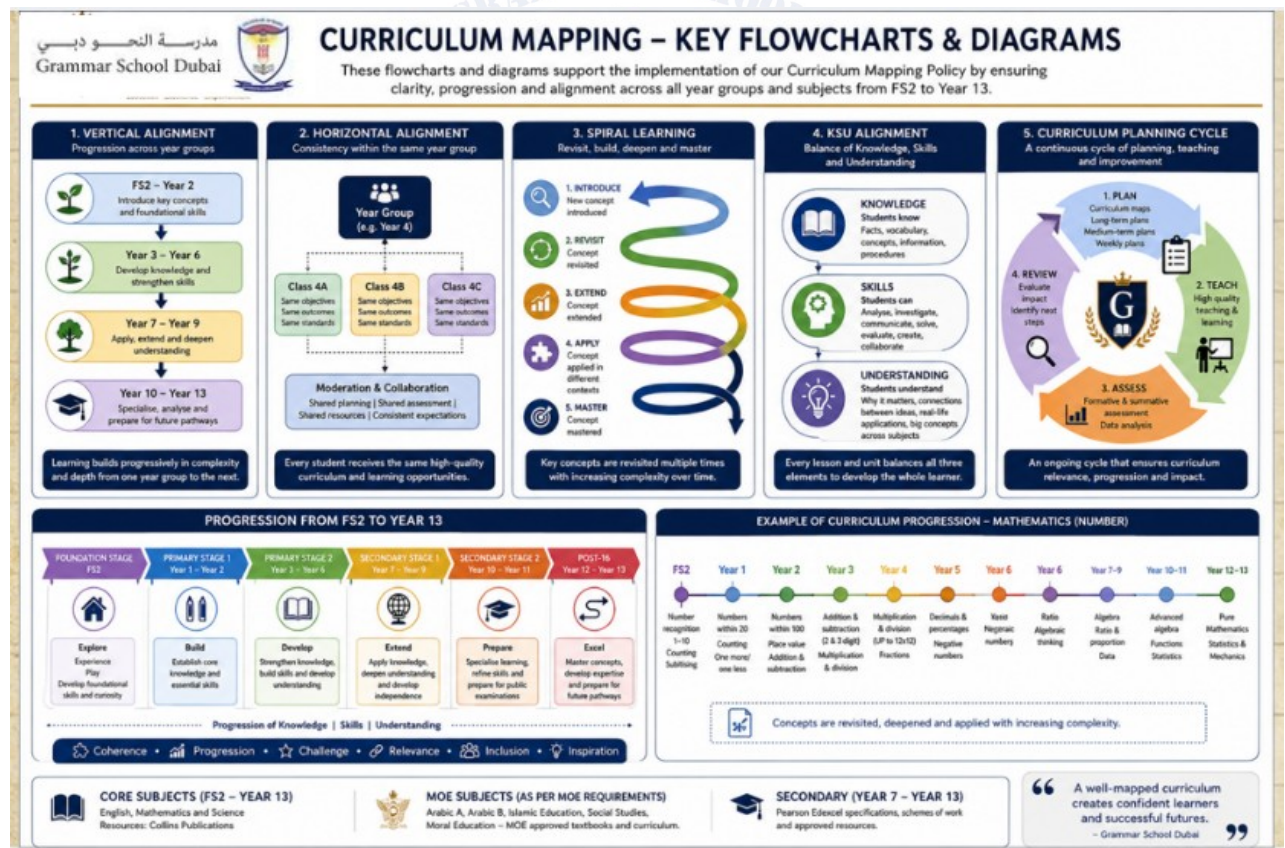
Teachers: deliver, adapt and review the curriculum.

18. Monitoring

Lesson observations, learning walks, planning scrutiny, curriculum reviews, work scrutiny, student voice, moderation and assessment analysis.

19. Success Indicators

Clear progression, strong student outcomes, coherent sequencing, effective assessment, enriched wider curriculum and alignment with KHDA expectations.



20. Monitoring and Review

The principal is ultimately responsible for health and safety matters and implements the school's health, safety and welfare policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.

This policy will be reviewed at any time on request from members of the SLT team, or at least once a year.



Signed:

Benjamin Barry

Policy review date: November, 2026

Date: May, 2026

